

# Y Play

Inspection report for early years provision

---

**Unique reference number** EY288943  
**Inspection date** 30/07/2009  
**Inspector** Sue Aldridge

**Setting address** Silverhill Primary School, Draycott Drive, Mickleover, Derby,  
Derbyshire, DE3 0QE

**Telephone number** 01332 572076

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Y Play playscheme opened in 2002. It is run by the Young Men's Christian Association (YMCA) and managed by a board, headed by the Children and Young Peoples' Manager. The board delegates day-to-day responsibility to the childcare staff. The play scheme operates from the hall, classrooms, library and outdoor areas of Silverhill Primary School, Derby. A maximum of 45 children may attend the playscheme at any one time and 202 are on roll. Although it is registered to admit children from four years to 14, it is rare for those over 11 years to attend. The play scheme is open each weekday from 08.00 to 18.00 during school holidays. All children share access to the enclosed outdoor play area. Children, who come from Derby and parts of Derbyshire, attend for a variety of sessions. The playscheme currently supports a number of children with learning difficulties and/or disabilities. The YMCA employs two full-time and 21 part-time staff, of whom 14 have an appropriate early years qualification. The setting receives funding from Derby City Council to ensure that children with learning difficulties and/or disabilities can access the facilities. It has suitable access for physically disabled adults and children because most activities take place on the ground floor. It has operational links with the host primary school. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

The provision at Y Play is satisfactory and the needs of early years children are met adequately. It has a suitable range of learning experiences that enable children to make satisfactory progress in their learning and development. Children of all abilities and backgrounds are included effectively in the activities provided. Leadership and management of the setting are satisfactory. Weaknesses identified at the last inspection have been addressed, and there is a satisfactory capacity to continue to improve.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- make more effective use of information from schools, parents and observations of children's progress to plan suitable play activities that will help children reach their early learning goals
- ensure that all children are fully familiar with safety procedures (this relates to undertaking more frequent fire drills)
- ensure that all staff are more knowledgeable about the setting's child protection policy and procedures

## **The leadership and management of the early years provision**

There is a strong commitment to welcoming children with learning difficulties and/or disabilities, and staff work effectively together to make sure that they are included in all the available activities. Children are well supervised and supported because staff are deployed well. Self-evaluation is satisfactory. Good relationships are maintained with parents and feedback from them, and their children, is taken into account when considering further developments. However, there is little formal evaluation of the effectiveness of the provision outside of this, as staff do not evaluate in detail how well children learn and develop whilst in their care. Staff are appropriately checked before they start work at the play scheme. There are suitable policies and procedures to guide staff in keeping children safe. The manager has had suitable training to enable her to act as the designated person for child protection. Although staff are briefed about child protection matters, and given the policy to read, there is scope to ensure that all staff are fully familiar with the policy and know the correct procedure to follow if they have a concern.

## **The quality and standards of the early years provision**

The play scheme places suitable emphasis on learning through play and promoting children's enjoyment. Children achieve appropriately due to a satisfactory range of learning opportunities being provided, based around a weekly theme. These cover areas of interest to children and include opportunities to learn about others' customs and cultures. For instance, children explore and make Chinese fans successfully because activities on the theme of China are organised by staff. Where children express a particular interest that indicates a need for additional resources, these are obtained for their use. Children develop their physical skills as a result of the outdoor area being used effectively; the area includes a play tent so that children can go out in all weathers. Staff plan a suitable balance of activities led by adults, and opportunities for children to explore and choose activities from a range available. These cover the required areas of learning, but planning is only loosely based on children's abilities, as it does not identify what children should learn. While there are some difficulties in obtaining information from children's schools, observation of children at the play scheme is informal and staff do not always make enough use of information from parents to help plan learning activities and set targets for each child. This makes it difficult for staff to identify what children will learn and measure the progress they have made whilst at the setting. However, parental comments show that they identify marked improvement in children's gains in social and communication skills whilst at the setting.

Children develop healthy lifestyles because daily routines are effectively established including the eating of a healthy mid-morning snack, of chopped fruit and vegetables, and a drink. There is an occasional treat, so children learn well about balanced eating. There are also good opportunities for children to take exercise, including organised outdoor games. Children learn successfully about personal hygiene because this is emphasised rigorously by staff. This means that children know that they must wash their hands carefully after visiting the toilet. At snack times, children eat at tables and are encouraged to show good manners,

which they do. All children thoughtfully help to clear away after snack and lunchtimes. There is a weekly visit, which children greatly enjoy, and variety is provided by occasional visitors, such as a puppet theatre. Children join in well as an audience and when having a go at being puppeteers themselves, learning the skills of operating puppets and playing their part in a performance with them.

Children feel safe and secure at the setting. Staff make sure that children are well supported, and interact well with them to encourage safe and sensible behaviour. All activities and visits are carefully planned to ensure that risks to children are minimised. As a result, concern for children's safety does not stop them from taking part in favourite activities, such as barbeques and water fights. Children readily accept the need to wear protective clothing when they are engaged in messy activities such as painting. Older children play their part in helping to look after younger ones, and take responsibility for certain jobs, such as sweeping up after lunch. In this way, they provide good role models for young children. Children's welfare is assured by suitable procedures, such as for administering medicine, collection of children by adults and fire safety. Children attend on different days and although fire drills are carried out regularly there is scope to ensure that all children are sure of the correct procedures.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met